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*ENGLISH AS A SECOND LANGUAGE/DIALECT (ESL/D)*

*Monograph on Learning Resources  
for Students Requiring  
English as a Second Language/Dialect (ESL/D)  
Instruction*

*FIRST EDITION*

**Alberta**  
EDUCATION

*Language Services*



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ALBERTA  
Education  
February, 1983



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## ACKNOWLEDGEMENTS

Alberta Education acknowledges with appreciation the contributions of the members of the English as a Second Language Curricular Guidelines Ad Hoc Committee to this publication. The initial research and development and writing of the monograph were done by a sub-committee of the Curricular Guidelines Ad Hoc Committee.

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Special thanks are expressed to Barbara Toye-Welsh, Laura Ho and Donna Hayes for assisting in the writing and final editing.

Note: This publication is a service document. The resources listed are not mandatory but rather suggestive. Additional ESL/D publications are being developed in the areas of learning resources and curricular guidelines for Grades 1 to 12.

## INTRODUCTION

The purpose of this listing of annotated resources is to assist school administrators and teachers in their selection of learning resources for students requiring English as a Second Language/Dialect (ESL/D) instruction. The selection of resources was based on what ESL classroom teachers currently find useful in their classrooms and suggestions from Alberta Education English as a Second Language curriculum writers. The list is not meant to be an exhaustive or prescriptive listing of available resources. Teachers should note that many curricular resources suitable for English-speaking students are also appropriate for students requiring ESL/D instruction.

If you know of specific resources that you find useful for second language students, please submit your suggestions on the sample form in Appendix 1. Your suggestions will be reviewed and considered when a second edition of the monograph is being printed.

### How Is the Annotated Monograph Organized?

The following resources have been listed according to four major categories:

1. Professional Teacher References
2. Elementary
  - Division I - Primary Grades 1, 2 and 3
  - Division II - Upper Elementary Grades 4, 5 and 6
3. Junior High
  - Division III - Grades 7, 8 and 9
4. Senior High
  - Division IV - Grades 10, 11 and 12

Some of the resources listed for one division of grades are part of a multi-level series extending from elementary into junior high or junior high into high school. In all cases before purchasing multiple copies of any resource, teachers should examine carefully the actual materials taking into consideration the:

- . age of their students;
- . language level in terms of English language learning (i.e. beginner, intermediate, advanced, transition); and
- . interests of their students.

### Where Can These Resources Be Obtained and/or Examined?

A list of publishers and suppliers has been included in Section Six for your convenience. Any additional ordering information may be obtained from a publisher's catalogue or from a school librarian.







**TITLE:** Open the Lights: Language Experiences for Young Children

**AUTHOR(S):** Corine Carruthers

**PUBLISHER:** Addison-Wesley (Canada) Limited. 1982

The title Open the Lights captures the essence of second language learning. With exposure to and practice of English, the young child's language will more closely approximate the native English speaker model. A common error that young children learning English as a second language make is substitution of the verb open for the phrasal verb turn-on. Teachers will often hear requests such as "May I open the lights?" or "May I close the taps?" The statement "open the lights" symbolizes the creative construction process that the young immigrant child experiences as he or she attempts to crack the code called English.

\*

**TITLE:** English as a Second Language: From Theory to Practice

**AUTHOR(S):** Mary Finocchiaro

**PUBLISHER:** Regents Publishing Company, Inc. New York. 1974

This book is intended to familiarize teachers of English as a Second Language with different theories in second language acquisition and learning and their implications for practice. Topics discussed include learning a second language, designing curricula for teaching a second language, developing language skills/cultural insights, and selecting instructional materials and techniques. Sample activities are provided throughout the text.

**TITLE:** Foundations for Teaching English as a Second Language

**AUTHOR(S):** Muriel Saville-Troike

**PUBLISHER:** Prentice-Hall, Inc. Englewood Cliffs. New Jersey. 1976

This short and easy-to-read book focuses on various theories of English as a Second Language (e.g. psychological, linguistic, and cultural). Some practical ideas under various chapter headings such as "Survival Skills for Students and Teachers" and "Strategies for Instruction" are presented. Although the book emphasizes the development of bilingual programs in the American school system, many of the ideas and comments are applicable to Canada.

\*

**TITLE:** Talk for Teaching and Learning

Schools Council Communication Skills Project: 7-13

**AUTHOR(S):** Joan Tough

**PUBLISHER:** Ward Lock Educational. London. 1979

This book aids elementary teachers in analyzing and reflecting on their knowledge of the nature of children's talk, the nature of teacher's talk, and the role that talk should play in learning and in teaching. Each topic is discussed separately and is followed by material for analysis and discussion, suggested activities, and brief descriptions of more theoretical readings. The format is appropriate for use with both individuals and small groups.



**TITLE:** Meeting Grounds: Activities Focusing on Cultural Exchange

**AUTHOR(S):** Jane Benna and Maureen Seeshai

**PUBLISHER:** Curriculum Development Project. Burnaby School District. B.C.

Meeting Grounds is the result of a curriculum development project designed to provide cross-cultural understanding for teachers. The book contains numerous activities for interaction between pairs of students. Since many of the students involved in these activities are likely to be ESL students, each activity is coded for English language level as well as age level. By working through a series of these activities, students will learn more about each other's cultural heritage.

\*

**TITLE:** Reading, Writing and Language

**AUTHOR(S):** Robert McCracken and Marlene McCracken

**PUBLISHER:** Peguis Publishers Limited. Winnipeg. Manitoba. 1979

According to the author, the purposes of this book are to offer suggestions that will immerse children in language using literature as a language model, to provide thought-provoking experiences that will enable children to develop an intuitive understanding of the functions of language, and to have children acquire skill in using the language. The book offers a practical approach to the matching of reading instruction methodologies to children's thought processes in the primary grades.

**TITLE:** Principles of Language Learning and Teaching

**AUTHOR(S):** Douglas Brown

**PUBLISHER:** Prentice-Hall, Inc. Englewood Cliffs. New Jersey. 1980

The publisher states that this book provides a complete overview of the theoretical foundations of language teaching. Applicable to the learning of any second language, the book shows how to construct an appropriate approach to teaching by stressing the practical implications of recent research. Each chapter is supplemented by suggested readings and questions. It is the author's intent to provide teachers with the necessary information for building their capacity to understand, evaluate, and perfect more successful language teaching practices.

\*

**TITLE:** The Foundations of Literacy

**AUTHOR(S):** Don Holdaway

**PUBLISHER:** Ashton Scholastic. Sydney. Australia. 1979

In this book the author attempts to solve the problem of children who face "failure and frustration" when learning to read. By reviewing recent research and applying it to his own past experiences, he is able to provide a practical approach to language teaching. The book includes a good description of the "Shared-Book-Experience", as well as teaching suggestions for integrative developmental and diagnostic teaching. Especially useful for ESL are his suggested techniques for using books, poems and songs in the development of literacy.

**TITLE:** First Steps to Reading

**AUTHOR(S):** Carl Braun and Allan R. Neilsen

**PUBLISHER:** Braun & Braun Educational Enterprises, Ltd. Calgary. 1980

This book is intended to provide some guidance to teachers and parents who have children who are ready to begin reading. Although not written specifically for ESL, its suggestions for using nursery rhymes, experience charts and children's literature to develop language and reading skills are very helpful to the ESL teacher. Included in the book are examples of diagnostic pupil profiles, samples of interpretations of student profiles, and a set of illustrated activity masters for duplication. Also included are sample letters to parents, and a literacy skills checklist. The text is a Canadian publication.

\*

**TITLE:** Training for the Cross-Cultural Mind: A Handbook for Cross-Cultural Trainers and Consultants

**AUTHOR(S):** Pierre Cassé

**PUBLISHER:** Society for Intercultural Education, Training and Research.  
Washington. D.C. 1979

This handbook, intended for cross-cultural trainers and consultants, focuses on a set of well-defined issues, including cross-cultural adjustment processes. It is process-oriented in that it attempts to help people interested in the field become more informed, and then assists them in constructing their own training and consulting instruments. It provides exercises, theoretical inputs, readings and references for five themes: discovering intercultural realities; learning to cope in a cross-cultural setting; practice guidelines for cross-cultural actions and basic concepts; principles in managing intercultural interaction and assessing intercultural training and learning effectiveness.

**TITLE:** Teaching Reading Comprehension

**AUTHOR(S):** David P. Pearson and Dale D. Johnson

**PUBLISHER:** Holt, Rinehart & Winston of Canada Limited. Toronto. 1978

This book is intended primarily for use as a professional reading text for English-speaking students. Teachers of ESL find it useful because it acknowledges the most recent research on memory.

The book falls naturally into three parts. Chapters 1, 2 and 3 provide the background and rationale on which the heart of the book (chapters 4-9) is based. Chapter 1 introduces basic issues and conflicts in comprehension instruction. Chapter 2 focuses on those psychological and environmental factors that influence comprehension. Chapter 3 presents the model of the comprehension process on which the book is based.

Chapters 4 to 9 have an instructional focus. Chapters 4 to 7 deal with those comprehension tasks related to words, sentences, and larger units of discourse. Each chapter is organized into several of these tasks. For each task a description and rationale is presented, followed by instructional guidelines for teaching it and/or specific materials and activities for student practice. Chapters 8 and 9 relate to questioning and discussion strategies for promoting the reading program.

Chapters 10 and 11 conclude the book. Chapter 10 deals with the issue of assessing reading comprehension. In addition to suggestions for general assessment for reading comprehension, Chapter 10 contains a discussion of methods of assessing tasks dealt with in earlier chapters. Chapter 11 summarizes for the reader what the authors intended throughout the first ten chapters.

**TITLE:** A Practical Guide to the Teaching of English as a Second or Foreign Language

**AUTHOR(S):** Wilga M. Rivers and Mary S. Temperley

**PUBLISHER:** Oxford University Press. New York. 1978

According to the publisher, this book is "designed for future ESL teachers". The authors consider language teaching methodology in the light of recent research in psychology and linguistics. All aspects of language learning are presented relative to effective language use. Information is provided on such topics as oral communication, pronunciation, grammar instruction, listening comprehension, reading comprehension and writing. Each chapter begins with a theoretical discussion which is immediately followed by numerous examples and very detailed, practical exercises. The book contains a table of contents as well as a comprehensive index, and a general bibliography of important works in second language teaching.

\*

**TITLE:** Language Two

**AUTHOR(S):** Heidi Dulay, Marina Burt and Stephen Krashen

**PUBLISHER:** Oxford University Press. New York. 1982

The publisher states that this book is one of the most comprehensive texts on second language acquisition. As well as quoting their own research, the authors present research from Halle and Chomsky, Lenneberg, Hatch and Larsen-Freeman. Some of the topics presented are the effects of environment, age and personality on second language acquisition, the role of the first language on second language acquisition, and error analysis. The text is not only comprehensive but it is also very up-to-date on the most recent developments in the area of second language acquisition and its implication for the classroom.

**TITLE:** Memory, Meaning, and Method

**AUTHOR(S):** Earl W. Stevick

**PUBLISHER:** Newbury House. New York. 1976

The publisher states that in the analysis of the psychodynamics of the language-learning situation Stevick presents his observations in three parts, with each part accompanied by practical ideas. Part I, *Memory*, demonstrates how physical and theoretical aspects of memory relate to classroom success. Part II, *Meaning*, discusses the student attitude towards pronunciation, drills, and the student-teacher relationship. Part III, *Method*, analyzes the effectiveness of different and often contradictory methods.

\*

**TITLE:** Testing, Assessment, Counselling and Placement of Ethnic Minority Students - Current Methods in Ontario

**AUTHOR(S):** Ronald J. Samuda, Douglas H. Crawford

**PUBLISHER:** Ministry of Education. Ontario. 1980

This text is the outcome of a study conducted in Ontario which examines the influence that the recent influx of immigrant students has had on Ontario schools. The purpose of the study was to examine current policies and practices in counselling, testing and assessment and placement. A second purpose was to study how these policies applied to specific immigrant groups. Thirdly, the study was to determine the relationship between school board policy and school practice. The study then tried to evaluate the placement policy, as well as recommend basic guidelines for the establishment of a data base to facilitate further study. The study was conducted through research interviews, the examination of school board documents and current student evaluation policies. The recommendations are interesting, and the book includes an extensive annotated bibliography.



**TITLE:** Mainstreaming the Non-English-Speaking Student

**AUTHOR(S):** Raymond J. Rodrigues  
Robert H. White

**PUBLISHER:** E R I C Clearinghouse on Reading and Communication Skills and  
the National Council of Teachers of English. Urbana. Illinois.  
1981

This book, in a series of the Theory & Research into practice, is an attempt by E R I C to provide teachers with the best educational theory on teaching ESL. Practical suggestions are given for putting this theory into practice in the classroom. The theoretical section covers such topics as the nature of language, second language acquisition and learning, and teaching principles. Appendices include a learning activity packet, a list of sources for individualized ESL instruction, an explanation of open language experience, a sample plan for open language experience, and a review of texting procedures for ESL students. Also included is a list of resources, and a selected bibliography for teachers of ESL.

\*

**TITLE:** Games for Language Learning

**AUTHOR(S):** Andrew Wright, David Betteridge and Michael Bucky

**PUBLISHER:** Cambridge University Press. 1979

The authors of this text begin by giving a rationale supporting the importance of games in the instructional program. All the games described are grouped into categories of guessing, memory, question and answer, picture, sound, word, story, party, psychology, bingo and miscellaneous games. A summary chart of all the games in the text has been placed at the end, which gives a quick point form description of each game under the categories of skills, degree of control, level, time required to do the games, organization, and preparation time required. An index to the major language items, topics and types of communication in each of the games is another useful device to help teachers use games more effectively and for specific purposes in the second language classroom.

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#### "Language in Education: Theory and Practice"

The Language in Education series contains a number of linguistic and educational topics that can be purchased by volume or by individual titles. The subscription rate is \$32.00 per volume for Volumes 1 and 2; \$37.00 for Volume 3; \$47.00 for Volume 4; and \$45.50 for Volume 5. Add \$1.50 postage and handling charges for individual orders. ALL ORDERS MUST BE PREPAID. To subscribe to the complete series of publications, write to:

Center for Applied Linguistics  
Box 4866, Hampden Station  
Baltimore MD 21211

Below is a selected list of series titles:

#### Volume 1 (1977-78)

*The Linguist in Speech Pathology*, by Walt Wolfram. ED 153 504

*Graduate Theses and Dissertations in English as a Second language:*  
1976-77, by Stephen Cooper. ED 153 505

*Code Switching and the Classroom Teacher*, by Guadalupe Valdés-Fallis.  
ED 153 506

*Current Approaches to the Teaching of Grammar in ESL*, by David M.  
Davidson. ED 154 620

*From the Community to the Classroom: Gathering Second-Language Speech  
Samples*, by Barbara F. Freed. ED 157 404

*Teacher Talk: Language in the Classroom*, by Shirley B. Heath.  
ED 158 575

*Language and Linguistics: Bases for a Curriculum*, by Julia S. Falk.  
Ed 158 576

Volume 2 (1978-79)

*Problems and Teaching Strategies in ESL Composition*, by Ann Raimes.  
ED 175 243

*Graduate Theses and Dissertations in English as a Second Language:*  
1977-78, by Stephen Cooper. ED 175 244

*Foreign Languages, English as a Second/Foreign Language, and the U.S.  
Multinational Corporation*, by Marianne Inman. Ed 179 089

*Chicano English*, by Allan A. Metcalf. Ed 176 591

*Adult Vocational ESL*, by Jo Ann Crandall. Ed 176 592

Volume 3 (1979-80)

*A Linguistic Guide to English Proficiency Testing in Schools*, by Thomas  
G. Dieterich and Cecilia Freeman. Ed 181 746

*Testing in Foreign Languages, ESL, and Bilingual Education, 1966-1979:*  
*A Select, Annotated ERIC Bibliography*, compiled by Dale L. Lange and Ray  
T. Clifford. Ed 183 027

*Graduate Theses and Dissertations in English as a Second Language:*  
1978-79, by Stephen Cooper. Ed 193 973

Volume 4 (1980-81)

*ESL Theses and Dissertations: 1979-80*, by Stephen Cooper. ED 208 673

*Discourse Analysis and Second Language Teaching*, by Claire J. Kramsch.  
ED 208 675

*Teaching Conversation Skills in ESL*, by Ronald D. Eckard and Mary Ann Kearny. ED 208 676

*Needs Assessment in ESL*, by Thomas Buckingham. ED 208 679

*Indochinese Students in U.S. Schools: A Guide for Administrators*.  
Language and Orientation Resource Center, CAL. ED 208 680

Volume 5 (1981-82)

*Teaching the Non-English-Speaking Child: Grades K-2*, by Mary Ashworth and Patricia Wakefield.

*ESL/Coping Skills for Adult Learners*, by Ellen D. Vaut.

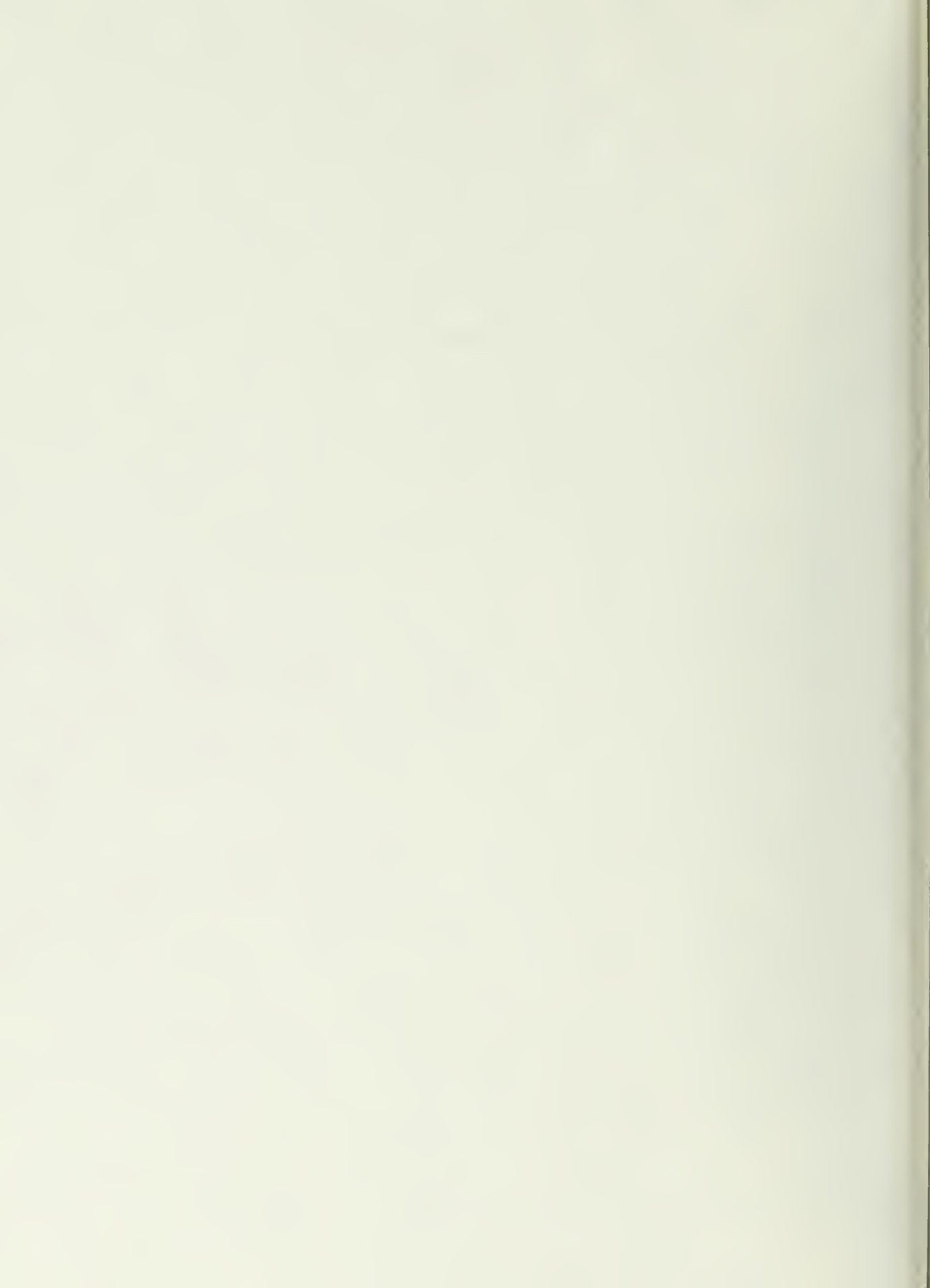
*Children's Second Language Learning*, by Barry McLaughlin.

*Creative Activities for the Second Language Classroom*, by Diane W. Birckbichler.

*ESL/Literacy for Adult Learners*, by Wayne W. Haverson and Judith L. Haynes.

*SECTION TWO*

*ELEMENTARY LEARNING RESOURCES  
DIVISION I AND II*



**TITLE:** Big Book Programs (Read it Again Series)

**AUTHOR(S):** Don Holdaway, et al

**PUBLISHER:** Scholastic Publications Ltd. 1975

**LANGUAGE LEVEL:** Beginner, Intermediate

**COMPONENTS:**

Units

Level 1 - 1 Billy Balloon

2 Neat and Scruffy

3 Trouble in the Ark

Level 2 - 1 What do you do?

2 The Thing From Somewhere

3 Hubert Hunts His Hum

This supplementary reading program is based on the "shared book experience" concept. Each Unit includes 1 poster size Big Book, 6 copies of small books, teacher's Manual, pointer, cassette tape, and a "Special Component" or activity which differs for each unit. The program is especially beneficial to ESL instruction since it encourages social interaction between children and teacher. The major intent of the series is to create a positive, non-competitive classroom environment, and boost a student's reading confidence with "high-impact, memorable" books. It encourages children to learn language at their own pace. Many ideas are expressed as related activities throughout the series.

**TITLE:** Camera Patterns

**AUTHOR(S):** Elizabeth Thorn and Irene Richmond

**PUBLISHER:** W.J. Gage Limited. 1970

**LANGUAGE LEVEL:** Beginner, Intermediate

This series in miniature booklet form contains 20 titles. Children are portrayed in real life situations through using appropriate photographs. Prose is highly repetitious and is thus useful in developing sentence patterns and vocabulary. Topics cover subjects very vital to ESL students, such as children unable to find their apartment, children lost in the park, children playing childhood-games, family relationships, roles of community helpers and celebrating various Canadian holidays.

\*

**TITLE:** Words Alive!

**AUTHOR(S):** Various

**PUBLISHER:** Gage Publishing

**LANGUAGE LEVEL:** Intermediate, Advanced

Words Alive! is a series of 36 colorfully illustrated booklets designed for primary children to read on their own. The two to four sentences per page are closely related to the illustrations to facilitate a student's independent reading. The Words Alive series published in English and French, may be purchased as a complete collection or in individually packaged sets of 4 titles.



**TITLE:** Peabody Articulation Cards (PAC)

**AUTHOR(S):** James O. Smith and Debora D. Smith

**PUBLISHER:** American Guidance Service Inc.

**LANGUAGE LEVEL:** Intermediate and Advanced

The Peabody Articulation Cards (PAC) is a 591 stimulus sound learning resource kit organized according to the 27 consonant sounds and blends of the English language. The words containing the sounds to be articulated are printed in large, easy-to-read type on the back of each picture card. Pictures cards are full color portraits of various objects, animals and people familiar to most young children.

\*

**TITLE:** Peabody Language Development Kits (Revised)

**AUTHOR(S):** Lloyd Dunn and others

**PUBLISHER:** American Guidance Service, Inc.

**LANGUAGE LEVEL:** Intermediate and Advanced

There are 3 Peabody Language Development Kits for primary children. Each of the three levels contains an array of activities emphasizing the skills of: reception through sight, hearing and touch; expression through vocal (i.e. say) and motor (i.e. do) behavior; conceptualization through divergent, convergent, and associative thinking.

The two primary goals of the program are: to stimulate overall oral language skills in standard English, and to advance children's cognitive skills about one school year per level.

**TITLE:** The Reading Corner

**AUTHOR(S):** Elizabeth Thorn, Joan M. Irwin

**PUBLISHER:** Gage Publishing Limited

**LANGUAGE LEVEL:** Intermediate and Advanced

The Reading Corner accompanies the Grade 1 level of Expressways, which is an English language arts series authorized for use in Alberta schools. The Grade 1 part of Expressways contains 3 levels. There is a box of Reading Corner booklets for each of the three levels. At each level The Reading Corner contains 10 small books for independent reading based on the unit themes identified for the Grade 1 program.

\*

**TITLE:** Canadian Starters

**AUTHOR(S):** Various

**PUBLISHER:** GLC Publishers Ltd.

**LANGUAGE LEVEL:** Intermediate and Advanced

Canadian Starters is a recently published series of 60 books designed to appeal to the interests and imagination of children from Grade 1 to 6. The series covers a wide range of topics dealing with Canadian places, people, pastimes, wildlife, natural wonders and man-made marvels. The authors have written each selection in easy-to-understand language. Each book contains a picture vocabulary designed to help students with difficult words and to add to their word knowledge. A table of facts in each book provides additional information for each selected topic.

**TITLE:** Macdonald Starters

**AUTHOR(S):** Peter Usborne, Su Swallow, Jennifer Vaughan

**PUBLISHER:** GLC Publishers Ltd.

**LANGUAGE LEVEL:** Intermediate and Advanced

The Macdonald Starters is a series of 70 titles in the Basic Starters series. They are vocabulary controlled information books for young children. More than ninety per cent of the words in the text should be in the reading vocabulary of the vast majority of young readers. Word and sentence length have also been carefully controlled.

Key new words associated with the topic of each book are repeated with picture explanations in the Starter's dictionary at the end. The dictionary can also be used as an index for teaching children to look things up.

**TITLE:**

I like English

**AUTHOR(S):**

Kathlyn Gay and Lorre Hluchan Sintetos

**PUBLISHER:**

Scott, Foresman and Company. 1981

**LANGUAGE LEVEL:**

Beginner and Intermediate

**COMPONENTS:**

Student Books - Beginner Book and Books 1-6  
Teacher Edition  
Teaching Cards - Levels 1-3  
Audio Book - Levels 1-3

This is a six-level course with its goal being to develop a student's ability to communicate in English. To achieve this goal materials have been developed to enable students to use English actively from the very beginning. According to the author, strict control over sequencing and the amount of material introduced is maintained throughout.

Lessons provide for practice and review of new vocabulary and structures. They contain tests and a variety of additional fun activities. The series include 80 teaching cards with pictures on both sides, and audio-books of two cassettes each containing listening comprehension exercises, oral practice, pronunciation exercises, and songs from the program. The teacher's guide and student book include a detailed description of the aims and purposes of each lesson.

**TITLE:** Instant Readers

**AUTHOR(S):** Bill Martin Jr.

**PUBLISHER:** Holt, Rinehart Winston of Canada. 1970

**LANGUAGE LEVEL:** Beginner, Intermediate

**COMPONENT:** Tapes are available

These 30 books contain repetitive patterns and structural consistencies that can be easily recognized. Content progresses from relatively simple rhyme and repetition to more sophisticated use of adverbs, adjectives, and a wide range of sentence patterns that can be used for both individual and group reading. There is a teacher's guide for each level which provides the rationale and the content of the books. Follow-up activities for each lesson presented are also suggested. More recently the author has developed big books based on the shared book experiences concept for four of the Instant Readers.

\*

**TITLE:** Instant Readers - First Series (Revised)

**AUTHOR(S):** Dorothy McMillan

**PUBLISHER:** Methuen Educational Ltd. 1972

**LANGUAGE LEVEL:** Beginner, Intermediate

**COMPONENTS:** 24 books, Teachers' Edition  
Small books for individual reading are also available

Twenty-four books with short sentences are illustrated by full-colour photographs of the environment familiar to children. The publisher states that these topics help children to accept reading as a meaningful activity, while developing oral vocabularies and some common sight word recognition skills. The repetition of basic language structures is excellent for ESL students, since it not only reinforces but gives each child an opportunity to read with greater success. Topics include *Me, My Family, People We Know, In the Park, and Around the House*.

**TITLE:** Jazz Chants for Children

**AUTHOR(S):** Carolyn Graham

**PUBLISHER:** Oxford University Press. 1979

**LANGUAGE LEVEL:** Beginner, Intermediate

**COMPONENTS:** Student's Book  
Teacher's Book  
Cassette

This is a collection of 41 chants, songs, and poems that set everyday English to jazz rhythms to demonstrate the rhythm and intonational pattern of conversational English. Each item, recorded on cassette by the author and choral speaking group, is accompanied in the text by structure, pronunciation, and presentation notes, and is meant to reinforce specific language structures. The Teacher's Edition features a general introduction to the technique as well as detailed suggestions for developmental and enrichment activities for each selection.

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**TITLE:** My Pictionary

**AUTHOR(S):** Marion Monroe and Andrew Schiller

**PUBLISHER:** Gage Educational Publishing, Ltd. 1979

**LANGUAGE LEVEL:** Beginner, Intermediate

The 550 semi-realistic pictures are organized into nine color-coded categories: *People, Animals, Story Book Characters, What We Do, Things, Places, Colors, Numbers, and Words That Help*. An alphabetical index is included.

**TITLE:** Oxford Junior Workbooks

**AUTHOR(S):** Clifford Carver and Stephen Jackson

**PUBLISHER:** Oxford University Press. 1977

**LANGUAGE LEVEL:** Beginner, Intermediate

**COMPONENTS:** Books 1-8  
Books 1A - 4A

This series of activity-filled workbooks is intended to develop a word recognition program that is motivating and success-oriented. Whole words are taught through repetition in the beginning books. Initial letter/sound relationships, multiple consonant sounds and combined vowel sounds are presented later. Activities such as matching, coloring, drawing and solving puzzles help to develop left-right patterns, motor responses, visual perception and reasoning. Each book contains intermittent test-pages, and the "Notes to the Teacher" suggest rate of progress. Books 1-4 are accompanied by 1A to 4A booklets for reinforcement of skills presented. Useful to ESL teachers for teaching numeracy, handwriting, vocabulary, and reasoning, as well as for teaching word recognition skills.

**TITLE:** Plays for Echo Reading

**AUTHOR(S):** Donald Durrell and Lorraine DeMilia

**PUBLISHER:** Harcourt, Brace & World, Inc. 1970

**LANGUAGE LEVEL:** Beginner, Intermediate

**COMPONENTS:** Pupil's Book  
8 Longplay 33 1/3 RPM 12 inch records  
1 Teacher's Manual

This program uses the linguistic approach to primary reading instruction. Each student book contains sixty short plays. Each play is printed on two pages. The plays are twenty-four to twenty-eight lines long and have two characters. More than half the plays are on the record, along with instructions to the student. The teacher's guide has suggestions for administering the program. The series provides supplementary material for any ESL program since it offers a new approach to reading, and relates reading to speech. It provides a model for standard speech patterns while developing word and phrase recognition. The vocabulary is fairly simple, and the sentence patterns reflect natural everyday language.



**TITLE:** Reach Out

**AUTHOR(S):** Donnelly, Addes, McCarthy and Barker

**PUBLISHER:** Collier MacMillan Canada, Ltd. 1982

**LANGUAGE LEVEL:** Beginner and Intermediate

**COMPONENTS**

- Student Books 1-5
- Teacher's Guide Book 1
  - Book 2 and 3
  - Book 4 and 5
- Wallcharts
- Workbooks - Book 4 and Book 5
- Cassettes - Books 1-5

This is a five-level program based on the developmental levels of elementary children. Book 1 stresses reading and writing readiness, and it includes a readiness checklist, as well as wall charts which display structural and functional content based on the "me" theme. Book 2 introduces the English alphabet and sound system while elaborating on the "me" theme. By the end of Book 3, the author feels the student should be reading and writing complete sentences and short passages. Books 4 and 5 are quite advanced but include a workbook for extra reinforcement. The clear, concise teaching suggestions given in the Teacher's Guide make this series easy to use. It provides a detailed script with lists of strategies and enrichment activities. Songs, games, rhymes and dialogues have been recorded on cassette tapes. Illustrations are bold and colorful.

**TITLE:** Sounds of Language Series

**AUTHOR(S):** Bill Martin Jr.

**PUBLISHER:** Holt, Rinehart, Winston, Inc. 1972

**LANGUAGE LEVEL:** Beginner to Advanced

**COMPONENTS:** These are listed as supplementary readers in the Elementary Language Arts Curriculum Guide for Alberta Schools

This is a reader format series of eleven books ranging from the pre-primer level to Grade six reading levels. They consist of highly rythmical, highly repetitious prose, poetry and songs. Pictures and subject matter have been well selected and they are most appropriate for ESL students.

A set of cassette tapes for each level accompanies the series. Selections are read and sung. Students are involved in choral and responsive reading along with the taped voice.

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**TITLE:** The Vocabulary Builder

**AUTHOR(S):** Dorothy Gabel Liebowitz

**PUBLISHER:** National Textbook Company. 1977

**LANGUAGE LEVEL:** Beginner, Intermediate

Intended for use in teaching second languages, this book of duplicating masters has proved to be extremely useful to classroom teachers. Vocabulary is presented in illustrations arranged in 32 categories such as clothing, seasons, animals, and careers. A Teachers' Guide for each master provides a list of vocabulary presented and suggestions for pattern drill, grammar and activities. Useful for coloring and writing activities, the illustrations are suitable for making flash cards, language master cards, and game cards.

**TITLE:** Thirty Lessons in Outlining: Level 1

**AUTHOR(S):** Polly Furbush, Elizabeth A. Ross  
Donald D. Durrell

**PUBLISHER:** Curriculum Associates, Inc. 1975

**LANGUAGE LEVEL:** Intermediate, Advanced Division II students

**COMPONENTS:** Lesson Book  
Response Book (not necessary)  
Teacher's Guide

Reusable lesson books contain lessons that present and reinforce subskills needed for the organization of ideas and the eventual writing of complete outlines. Designed for English speaking upper elementary students, the lessons can assist ESL students in finding main ideas contained in prose. According to the publisher all lessons are controlled at approximately a fourth-grade vocabulary and comprehension level. The exercises are designed to be self-directing and self-correcting. Topics covered are word sorting and classification, fitting topics to paragraphs, writing topics, identifying major and minor ideas, filling in complete outlines, and writing outlines.

\*

**TITLE:** Tiger Cub Readers

**AUTHOR(S):** Robert McCracken and Marlene McCracken

**PUBLISHER:** Leswing Publishing. 1976

**LANGUAGE LEVEL:** Beginner, Intermediate

This series consists of 18 small books which feature recurring patterns. The repetition of basic language structures makes learning to read for students much more fun and a more successful experience. The books are most useful for oral and written language development at the elementary level. The visuals presented throughout the text are stimulating, and the topics selected are based on who, what, when and where types of themes and question statements.

**TITLE:** Yes! English for Children

**AUTHOR(S):** Lars Mellgren and Michael Walker

**PUBLISHER:** Addison-Wesley Publishing Company. 1979

**LANGUAGE LEVEL:** Beginner, Intermediate

**COMPONENTS:** Student Books A - F  
Teacher Edition A - F  
Student Workbooks D, E, F  
Cassettes  
Picture Cards

An ESL series based on the principle that language activities should be "meaningful, of immediate value to the student, stimulating and varied." The spiral curriculum provides a systematic outline for teaching ESL students. The Teacher's Guide includes detailed lesson plans which incorporate an introduction, drillwork, pairwork and games. Text pages are found at the end of each unit. Books A, B and C introduce listening, speaking, reading and writing skills, while books D, E and F combine the four skills at a more advanced level. Workbooks to reinforce writing skills accompany books D, E and F. Cassettes and picture cards are available, but are not essential to implement the program.

## ADDITIONAL ELEMENTARY RESOURCES

- ABBS, Brian, Anne WORRALL and Iolanda BOLDUC. *Jigsaw*. Centre Educatif et Culturel Inc. Montreal. 1980.
- BAXTER, James K. *Baxters Basics*. Methuen. 1981. Canadian Publisher Distribution: Carswell Company Ltd., 2330 Midland Avenue, Agincourt, Ontario. M1S 1P7.
- BLANCE, Ellen and Ann COOK. *Monster Books*. Bowmar Publishing Corporation. 1973.
- BONING, Richard. *Specific Skills Series Elementary*. Barnell/Loft Ltd. 1976.
- BROUGHTON, Geoffrey. *Go Steps 1-3*. Don Mills: Academic Press Canada. 1976.
- BRUNA, Dick. *Bruna Books*. Methuen Publications. 1978.
- CRITTENDEN, Juliet. *English with Solo*. Oxford University Press. 1978.
- GORDON, Sharon. *First Start: A Dinosaur in Trouble*. Child's Play, Drumdunan Enterprises, 1047 - 75th Avenue S.W., Calgary. n.d.
- GREYDANAIIU, Rose. *First Start: Freddie The Frog*. Child's Play, Drumdunan Enterprises. n.d.
- LIPPKE, Barb and Mary E. OSTERDAY (illus.). *Language Making Stickers*. Word Making Productions, Inc. 1974.
- McCANN, Elizabeth. *Fairy Tale Plays For Oral Reading*. Curriculum Associates. n.d.
- McCARR, Dorothy. *I Can Write*. (Books 1-6). Dominie Press Ltd. 1975.
- MELSER, June. *Do You Know Word Books*. Methuen Publications. 1979.
- MELSER, June. *Read It Yourself Books*. Ontario: Methuen Publications. 1978.
- NELSON, Joanne. *Super Books I*. J.B. Lippincott Company. 1974.
- NELSON, June. *First Start: Easy Readers*. (Series 1-6) Troll Associates. Child's Play. n.d.
- PALMER, Hap. *Learning Basic Skills Through Music*. Records I-III. 1969.

RANDELL, Beverley. *PM Readalongs* (Rhymes for Beginners). Methuen Publications. 1980.

RANDELL, Beverley and Frank FRANCIS. *Methuen Caption Books*. Ontario: Methuen Publications. 1978.

RANDELL, Beverley and Helen CLARK. *Instant Readers* (Second Series). Methuen Publications. 1977.

RAABE, Janis. *Primary Readers*. Modern Curriculum Press. n.d.

RIDOUT, Ronald. *Write Now*. Longman. 1975.

*SRA Schoolhouse Word Attack Skills Kit*. Science Research Association (Canada) Ltd. 1973.

*The Oxford Children's Dictionary in Colour*. Oxford University Press. 1981.

VINSON, Jane. *Magic of English Workbooks*. Harper Row. 1980.

*SECTION THREE*

*JUNIOR HIGH SCHOOL LEARNING  
RESOURCES — DIVISION III*





**TITLE:** New Routes to English

**AUTHOR(S):** Gloria Paulik Sampson

**PUBLISHER:** Collier-MacMillan of Canada. 1980

**LANGUAGE LEVEL:** Beginner, Intermediate, Advanced

**COMPONENTS:**

Six Levels	
Beginning Skills Book 1 & Book 2	Student Book
Intermediate Skills Book 1 & Book 2	Teacher's Guide
Advanced Skills Book 1 & Book 2	Workbook
Cassettes	

This spirally graded Canadian series provides functional contexts in which students can develop listening, speaking, reading, and writing skills. The major intent is to prepare students to study or work in settings where English is used for communication. Each of the three levels consists of two sub-levels containing a student text, workbook, and detailed teacher's guide which provides specific lesson plans. Tapes and cassettes are supplementary. The program provides key activities as well as reinforcement and enrichment activities as needed. At all levels, oral language is emphasized, although reading and writing activities become increasingly predominant at the advanced level.

**TITLE:** New Horizons in English

**AUTHOR(S):** Lars Mellgren and Michael Walker

**PUBLISHER:** Addison-Wesley. 1980

**LANGUAGE LEVEL:** Beginner, Intermediate, Advanced

**COMPONENTS:** Six Levels which offer:

Student Book Books 1 - 6  
Workbook Books 1 - 6  
Teacher's Resource Book Books 1 - 6  
Cassettes Levels 1 - 6

Supplementary material:

Flashcards New Horizons Picture Show  
Posters  
Exploring English (Write!) (A guided Composition  
supplement)

A core program which uses an integrated approach to develop the skills of listening, speaking, reading and writing. The skills are learned in a systematic manner through thematic situations and reinforced with a wide variety of techniques. The Teacher's Resource Book provides objectives, teaching strategies and ways to evaluate and extend each study unit. Lesson plans accompany each student page. Although designed for young adults, the material is relevant to junior high school students. The New Horizons Picture Show, a full-color set of 80 pictures in flashcard or poster size, accompanies the program to enhance the lessons. The series is lacking in Canadian content.

**TITLE:** Language for Living Bks 1 - 4

**AUTHOR(S):** Frank McTeague and Ryder Payne

**PUBLISHER:** Gage Publishing Ltd. 1981

**LANGUAGE LEVEL:** Intermediate, Advanced

This is a Canadian series designed for regular students having difficulties in reading and writing, but is useful to ESL as a literacy course. The purpose "is to develop the fundamental language abilities necessary for coping in the various roles of daily life". Book 1 *Threshold*, contains a variety of language activities based on everyday topics (clothing, common shapes, newspaper announcements, etc.). Books 2, 3, 4, Basic, General and Advanced deal with practical themes (*Finding a Job, You the Consumer, You and the Law*). The vocabulary is at times difficult, but exercises are adaptable.

\*

**TITLE:** Skill Booster Series

**AUTHOR(S):** Various

**PUBLISHER:** Globe/Modern Curriculum Press. 1978

**LANGUAGE LEVEL:** Beginner, Intermediate

**COMPONENTS:** Levels A - F Titles in each level are:

*Building Word Power*  
*Increasing Comprehension*  
*Working with Facts and Details*  
*Organizing Information*  
*Using References*

These five workbooks are designed to promote skill development in six critical reading areas: vocabulary, comprehension, using facts and details, organizing information, using references, and following directions. Each workbook follows the same structured format and may be used with students individually or in groups to do activity matching. An answer page and skills index are included.

**TITLE:** Composition: Guided Free

**AUTHOR(S):** Gerald Dykstra, Richard Port, and Antonette Port

**PUBLISHER:** Teachers College Press. 1974

**LANGUAGE LEVEL:** Beginner - Advanced

**COMPONENTS:** Books 1 - 4  
Books 5 - 8  
Teacher's Guide

This series of books presents a new approach to writing based on both learning theory and the discipline of linguistics. The students learn to write by writing. The exercises are tightly controlled at first to ensure successful attainment of specific goals, but they gradually progress to free composition. Each step is numbered so that additional practice by using a different passage can be provided. The teacher's manual includes an exploration of the purpose and design of the materials, instructions for using them, and a description of the steps involved in the program.

**TITLE:** Study Skills for Information Retrieval Series I - IV

**AUTHOR(S):** Donald L. Barnes and Arlene Burgdorf

**PUBLISHER:** Allyn and Bacon Canada Ltd. 1979

**LANGUAGE LEVEL:** Beginner, Intermediate, Advanced

**COMPONENTS:** Student Books I-IV  
Teacher Edition I-IV

This study skills series provides four self-instructing skillbooks for teaching ways to find, evaluate and organize information. Beside covering special skills needed to use the library (e.g. alphabetizing, card catalogues and shelving procedures), the books also have units to help students develop reference skills for using the dictionary and the encyclopedia. Detailed exercises review the essential parts of a book, and a special section covers maps, charts, and graphs. Book IV deals with the student use of audio-visual equipment and materials. Vocabulary is sometimes difficult, but if the exercises are teacher directed they could be very useful for ESL students.

**TITLE:** Speaking and Writing with Comic Strips

**AUTHOR(S):** G. Rollet and R. Tremblay

**PUBLISHER:** Centre Educatif et Culturel Inc. 1975

**LANGUAGE LEVEL:** Beginner, Intermediate, Advanced

This book presents a selection of twelve comic strips without words, each based on a complete story. Each comic strip is on a separate, detachable page and is reproduced five times. The book can be used to stimulate oral development. Suggestions to the teacher are numerous and include improving oral skills and expansion to writing activities. The materials are easily adaptable for ESL/D students at all levels. They are highly motivating and useful for individual as well as group work.

\*

**TITLE:** Skits in English

**AUTHOR(S):** Mary Elizabeth Hines

**PUBLISHER:** Regents Publishing Company. 1980

**LANGUAGE LEVEL:** Beginner, Intermediate

**COMPONENTS:**  
1 Text  
4 Cassettes

This book of 30 skits is designed to help students immerse themselves in English. The skits are organized into themes which concentrate on different aspects of grammar and structure. The illustrations are in black and white and represent real-life, contemporary situations which are often humorous. The functions and goals of each lesson are listed, as well as questions and suggestions for role-playing. This would be a good supplement to a grammar-oriented program since it stresses pronunciation and conversation.

**TITLE:** New Practice Readers Books A - H

**AUTHOR(S):** Store, Anderson and Buron

**PUBLISHER:** McGraw-Hill Book Co. 1978

**LANGUAGE LEVEL:** Beginner, Intermediate, Advanced

**COMPONENTS:** Books A, B, C & D  
Teacher's Manual  
Answer Key  
Cassettes are available for Books A, B, C & D

This is a high-interest, low-vocabulary reading series of 7 volumes at different grade levels. Each book includes a variety of short content area topics. As a readiness activity, the vocabulary is introduced at the beginning of each selection, with multiple-choice meanings to choose from. There are 6 - 10 comprehension questions at the end of each passage which focus on main ideas, inference, pronoun reference and other skills. The cassettes and answer key allow for independent student work. Many selections are American in focus.

\*

**TITLE:** The ABC's

**AUTHOR(S):** Mary Johnson

**PUBLISHER:** Clarity Press. 1978

**LANGUAGE LEVEL:** Beginner

This alphabet and basic phonics book provides resource material for learning basic letter sounds as well as simple words and sentences. It provides a model for teachers who have students whose native language is non-alphabetic, or who are illiterate in their native language. The *Notes to the Teacher* contain detailed instructions on the introduction of the alphabet, as well as teaching letter-sound relationships. A script is included. Exercises which use the lists of illustrated and "memory" words follow. They are useful for teaching both children and adults.



**TITLE:** Forestville Tales

**AUTHOR(S):** Aaron Berman

**PUBLISHER:** Collier-MacMillan. 1976

**LANGUAGE LEVEL:** Beginner, Intermediate

The publisher states that this book "contains light folktales from around the world adapted for beginning students". The stories are told in pictures, as well as words. The sequential illustrations highlight the main action. The reading selections are easy, and the format is appealing to older students. Structural and comprehension exercises follow each selection. The folktales come from France, Africa, Brazil, Mexico, England, and various other countries around the world.

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**TITLE:** Get Hired! 13 Ways to Get a Job

**AUTHOR(S):** Durlynn Anema

**PUBLISHER:** Janus Book Publishers. 1981

**LANGUAGE LEVEL:** Intermediate

**DISTRIBUTOR**  
**(Supplier):** SRA (Canada) LTD.

This is another of the Janus Books for career education. It is a paperbound workbook which gives 13 practical ways to get a job. Through photo-dialogues students read about other young adults who are trying to find work. Students should learn from these dialogues how to evaluate their own skills, survey their community for job opportunities, and develop a method of marketing their skills and abilities.



**TITLE:** Vocabulary Games for English Languages Learners

**AUTHOR(S):** Linda Schinke

**PUBLISHER:** Collier-MacMillan. 1980

This booklet of 38 duplicating masters contains word games designed for beginning and intermediate students of English as a second language. The games may be used in class or as brief take-home assignments. They are especially useful in the mixed-level class so prevalent in ESL programs. Five types of games are included: anagrams, hidden words, fill-ins, fit-ins and crossword puzzles. Activities are arranged in order of difficulty. Most items are presented in context to aid comprehension and retention. These games provide students with an enjoyable way to review while saving teachers time by supplying ready-to-use supplementary material.

## ADDITIONAL JUNIOR HIGH RESOURCES

ALEXANDER, L.G. *First Things First*. Longman. 1976.

BOGGS and DIXSON. *English Step By Step With Pictures*. Regents Publishing Company. 1980.

CARVER and FOTINOS. *A Conversation Book/English in Everyday Life*. Prentice-Hall. 1977.

COLEMAN, Suzanne. *Doing Research and Writing Reports Workbooks*. Scholastic Book Services. New York. 1978.

DIXSON, Robert. *Tests and Drills in English Grammar*. Regents Publishing Company. 1972.

FINNOCHIARO, Mary and Violet LAVENDA. *Selections For Developing English Language Skills*. Regents Publishing Company. 1973.

FISHER and DIXSON. *Beginning Lessons in English*. Regents Publishing Company. 1971.

FOREMAN, Dale and Sally ALLEN. *Reading Skills for Social Studies*. Globe/Modern. 1981.

FORD, Ed and others. *Words: Using Words with Competency*. New York: Oxford Book Co. 1981.

GREET, JENKINS and SCHILLER. *In Other Words: A Junior Thesaurus*. Scott, Foresman. 1982.

High Action Reading Series. Various Authors. Created by Contemporary Perspectives, Inc. Globe/Modern Curriculum Press. 1979.

KATZ and CHAKERS. *Real Stories*. Globe Book Company, Inc. 1973.

KERNAN, Doris. *Steps To English*. McGraw-Hill. 1975.

LORENZ, Alice D. *Reach for Reading*. Modern Curriculum Press. 1981.

MOSKOWITZ, Gertrude. *Caring and Sharing In The Foreign Language Class*. Newbury House. 1978.

NELSON, G. and T. WINTERS. *ESL Operations - Techniques For Learning While Doing*. Newbury House. 1980.

PRANINSKAS, Jean. *Rapid Review of English Grammar*. Prentice-hall. 1975.

RIDOUT, Ronald. *Write Now! Insights Into Creative Writing*. Learning Trends. 1978.

SUTHERLAND, K. *English Alpha*. Houghton Mifflin. 1980.

WARDHAUGH, Ronald, et al. *English For A Changing World*. Scott, Foresman. 1978.

WEINSTEIN, Alfred B. and Sidney B. RAUCH. *World of Vocabulary Book A*. Globe Publishing Company, Inc. 1979.



*SECTION FOUR*

*SENIOR HIGH SCHOOL LEARNING  
RESOURCES — DIVISION IV*



## RESOURCES FOR DEVELOPING BASIC SKILLS

<b>TITLE:</b>	<u>American Kernel Lessons</u>
<b>AUTHOR(S):</b>	Robert O'Neill, Roy Kingsbury, Tony Yeaden, Edwin T. Cornelius, Jr.
<b>PUBLISHER:</b>	Longman (Academic Press, Canada). 1981
<b>LANGUAGE LEVEL:</b>	Beginner, Intermediate, Advanced
<b>COMPONENTS:</b>	Student's Book Teacher's Manual Two Cassettes Tapescript of Lab Drills Test (Intermediate only others in preparation)

This is a three-level structural program which integrates the four language skills of listening, speaking, reading and writing. The Beginning Level emphasizes listening comprehension and oral production, but reading and writing are also developed. The units of the Intermediate Level present situations which prompt oral practice, written passages and questions, grammar exercises, conversations and comprehension exercises. The Advanced Level is organized into themes which further develop language skills. All topics are very interesting and relevant to young adults. Language patterns are natural. The Teacher's Manuals for all three levels are very informative, giving practical and detailed advice.

**TITLE:** English Alfa

**AUTHOR(S):** Kent Sutherland (editor)

**PUBLISHER:** Houghton - Mifflin. 1980

**LANGUAGE LEVEL:** Beginner, Intermediate, Advanced

**COMPONENTS:** Books 1 - 6 Student Edition  
Teacher's Edition  
Workbook  
Cassettes

This is an attractive six-level series with the goal of teaching students "how to function in the language and how the language functions". Each book has fifteen units with three lessons each. Review and tests follow each unit. The Teacher's Edition contains excellent notes, suggestions for activities and enrichment, as well as review and placement tests. The workbook provides one practice page for each lesson. Cassettes include dialogues, pronunciation exercises, dictations and listening comprehension exercises.



**TITLE:** English for International Communication (InterCom)

**AUTHOR(S):** Richard Yorkey et al

**PUBLISHER:** American Book Company. 1977; 1982 in preparation

**LANGUAGE LEVEL:** Beginner, Intermediate, Advanced

**COMPONENTS:** Books 1 - 6 Student edition  
Teacher's edition  
Workbook  
Teacher's edition Workbook  
Cassettes

InterCom is designed for young adults ranging from beginning to advanced language levels. It offers a spiral curriculum with listening, speaking, reading and writing integrated from the very beginning. It covers a wide range of topics, but the situations and language used are not always natural. Vocabulary and structural items are isolated and introduced in the Presentation section. The Skill Building section provides practice, and the new material is practised again through written conversations in the Interaction section. A strength of the series appears to be its constant review of material in subsequent lessons with Re-entry exercises, Silent Reading, Writing, Listening, and Communication Activity sections. The teacher's guides are comprehensive and workbooks provide further practice in writing.

**TITLE:** Lado English Series

**AUTHOR(S):** Robert Lado and Roger Tremblay

**PUBLISHER:** Centre Educatif et Culturel. 1976-1980

**LANGUAGE LEVEL:** Beginner, Intermediate, Advanced

**COMPONENTS:** Books 1 - 5 Student Edition  
Teacher's Manual  
Workbook  
Workbook Teacher's Manual  
Cassettes  
Slides  
Filmstrips

Book 6 not available in Canadian Edition

This Canadian series is designed to give context for graded material for listening, speaking, reading and writing skills. The five levels cover 63 current themes through texts, workbooks, cassettes, film-strips, and slides. The approach specifies simultaneous oral and written use of the language and includes frequent repetition of material for review and reinforcement.

**TITLE:** Module: English as a Second Language

**AUTHOR(S):** Patricia Brock, William Houghton, Oksana Hlodan Odas White

**PUBLISHER:** Centre Educatif et Culturel Inc.

**LANGUAGE LEVEL:** Beginner, Intermediate, Advanced

**COMPONENTS:** 12 groups of 3 modules

- Student Book
- Workbook
- Cassettes
- Slides

The author states that this series is meant to be a complete method permitting students to progress at their own pace towards mastery of listening, speaking, reading and writing. The 12 book series contains 36 modules, three per book. Each student's book contains sections focusing on oral skills. The workbook contains reading and writing exercises, as well as diagnostic tests and a correction key. Cassettes contain dialogues, expansion drills, conversation, words and expressions, pronunciation exercises, reading passages, and tests. Originally intended for individualized study for French ESL students, the program can be adapted for use in the classroom or small groups.

## ADDITIONAL MATERIALS FOR BASIC SKILLS

ALEXANDER, L.G., Monica C. VINCENT and John CHAPMAN. *Talk It Over*. New York: Longman. 1978.

ALEXANDER, L.G., and Edwin T. CORNELIUS Jr. *Exercises in Comprehension and Composition*. New York: Longman. 1978.

ANDERSON, Sheridan and M. Elaine SORENSEN. *Writing Canadian English*. Calgary: Detselig Enterprises. 1981.

BARNES, Donald L. and Arlene B. BERGDORF. *Study Skills for Information Retrieval*. (Books A, B and C). Boston: Allyn and Bacon. 1974.

BERMAN, Aaron. *Forestville Tales*. Collier-MacMillan. New York. 1977.

BODMAN, Jean and Michael LANZANO. *No Hot Water Tonight*. Collier-MacMillan. New York. 1975.

BONING, Richard. *Specific Skills Series*. Barnell Loft, Ltd. n.d.

BOYD, John R. and Mary Ann BOYD. *Connections: Communicative Listening and Speaking Activities*. New York: Regents. 1981.

BROOKS, Gay and I. WETHROW. *10 Steps: A Course in Controlled Composition for Beginning and Intermediate Students*. Language Innovation Inc. New York. 1974.

BYRD, Donald R.H. and Iris CLEMENTE-CABETAS. *React Interact Situations for Communication*. New York: Regents. 1980.

BYRNE, Donn and Andrew WRIGHT. *What Do You Think?* (Book 1 & 2). London: Longman Group Ltd. 1975.

BYRNE, Donn. *Listening Comprehension Practice*. London: Longman Group Ltd. 1977.

CARVER, Tine Kasloff and Sandra DOUGLAS FOTINOS. *A Conversation Book English in Everyday Life*. (Books I and II). Toronto: Prentice-Hall of Canada. 1977.

CORNELIUS, Edwin T. Jr. *Interview*. New York: Longman. 1981.

DIXEY, James and Mario RINVOLUCRI. *Get Up and Do It!* London: Longman Group Ltd. 1978.

DIXSON, Robert J. *Graded Exercises in English for Canadian Students*. CEC. Montreal. 1959.

DRESNER, Joanne, Kenneth BECK, Clare MORGANO and Luise CUSTER. *It's Up to You. Language Skills and Strategies for Getting a Job.* New York: Longman. 1980.

GONSHAK, Sol. *Little Stories for Big People.* Regent Publishing Co. 1976.

HALL, Eugene J. *Building English Sentences.* Series of Ten. Maryland: Institute of Modern Languages. 1973.

HEATON, J.B. *Composition Through Pictures.* London: Longman Group Ltd. 1966.

HEATON, J.B. *Practice Through Pictures.* London: Longman Group Ltd. 1971.

HEATON, J.B. *Beginning Composition Through Pictures.* London: Longman Group Ltd. 1975.

JACOT, Yves. *See It! Say It! Kit.* Addison-Wesley Publishing Co. n.d.

JACOT, Yves. *Coast to Coast Programme.* Didier. n.d.

JUPP, T.C. and John MILNE. *Guided Paragraph Writing.* London: Heinemann. 1972.

KATZ, Chakeres. *Real Stories: Books A, B, 1, 2.* Globe Book Co. 1975.

KUNZ, Linda Ann and Robert R. VISCOUNT. *Write Me A Ream. Exercises in Controlled Composition.* Columbia University: Teachers College Press. 1973.

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The following periodicals have a focus on Second Language learning and acquisition.

**APPLIED LINGUISTICS** - Oxford University Press

Published quarterly - Available from: Oxford University Press  
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